ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001329	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Art, Music, Physical Education Departments and Department of Primary Curriculum and Instruction

5. TITLE OF DOCUMENT ABSTRACTED:

Instructional Television for the Upper Primary

6. PUBLICATION TITLE:

N.A.

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [ ] NO [X]

COPYRIGHT RELEASE FILED YES [ ] NO [X]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Educational Television Department, Milwaukee Public
ST. Schools, Milwaukee, Wisconsin
CITY, STATE

9. PUBLISHER OR SOURCE Educational Television Department, Division of Curriculum and Instruction, Milwaukee Public Schools

TELE. EXT.
INST/LOC CODE

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	57

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
teacher's guide

16. INDEXING TERMS (6-12)

curriculum	pupil participation			Milwaukee,
instructional television	primary education	enrichment		Wisconsin
teacher preparation	motivation	educational television		
		audio-visual media		

17. ABSTRACT (MAX. 250 WORDS) Telecast programs for the upper primary grades were in art, music, physical education and science. A preview of the content of each unit was given, together with detailed information for follow-up activity. In the art series, it was recommended that pupil participation take place as soon as possible after the telecast. Individual creativity was emphasized. Lessons included a winter theme, stuffed paper forms, sponge painting, and a spring mural.

Music lessons were designed to acquaint the pupils with the appearance and sound of instruments such as the violin, cello, trumpet, flute and drums, with exphasis on active listening rather than passive hearing. Teachers were advised to become acquainted with selections to be used before the presentation, and to replay them to pupils after the telecast to increase familiarity with music with respect to mood, instrumentation, rhythm, melody and form. Pupils should be given the opportunity to listen quietly to an uninterrupted performance of music.

Physical education telecasts were designed to present new activities, show correct techniques of various skills and guide pupils in the development of desirable habits and attitudes. Stunts and tumbling, rope jumping, outdoor games and circus time were included. Circus theme activities were correlated with other subjects in the primary grade such as language arts, reading, numbers, social studies, science, art and music. Science telecasts were designed to bring science experiences into the classroom which might not ordinarily be possible. Units in this series were plants, animals, earth, universe, and energy. For some classes, the telecasts provided enrichment; for others, an introduction to the particular area.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Wisc.
1962

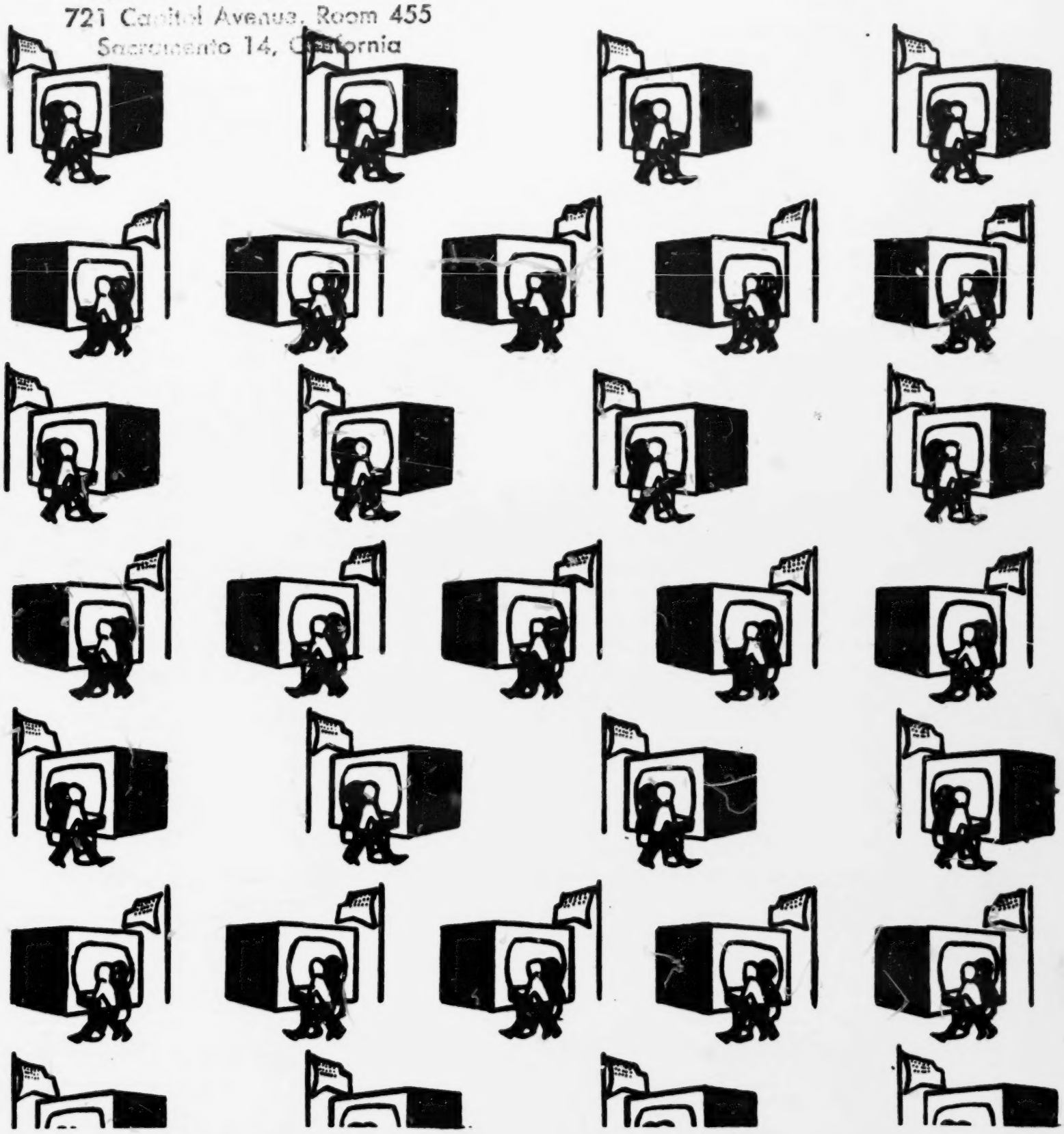
ED001329

instructional television

SPRING 1962

UPPER PRIMARY

Return to
CURRICULUM LABORATORY
721 Capitol Avenue, Room 455
Sacramento 14, California



INSTRUCTIONAL TELEVISION

FOR THE

UPPER PRIMARY

A TEACHER GUIDE

SEMESTER II

Prepared by

Art Department

Music Department

Physical Education Department

Department of Primary Curriculum and Instruction

Educational Television Department

Division of Curriculum and Instruction

Milwaukee Public Schools

1962

ACKNOWLEDGMENTS

Sincere appreciation is expressed to those teachers and members of the Superintendent's staff who have conscientiously prepared the materials in this guide. They are:

"ART FOR YOU"
The Art Department

Mr. Alfred Pelikan, Director
Mr. Gordon Borchardt, Supervisor

"MUSIC FOR YOU"
The Music Department

Dr. Joseph Skornicka, Director
Miss Roberta Best, Supervising Assistant
Mrs. Mildred Housfeld, Supervising Assistant

"PHYSICAL EDUCATION FOR YOU"
The Physical Education Department

Mr. George Wolf, Director
Mr. Robert McLaughlin, Supervising Assistant

"SCIENCE FOR YOU"
The Department of Primary Curriculum and Instruction

Miss Florence Kelly, Director
Miss Chloes Bardeen, Assistant Supervisor
Mr. Roy Swenson, Supervisor, Conservation
Mr. James Ebner, Studio Teacher
Miss Betty Anderson, Teacher
Mrs. Lois Binford, Teacher
Mrs. Marilyn Bolz, Teacher

Robert R. Suchy, Director, Educational Television Department

THE TELEVISION STATION

The instructional telecasts produced by the Milwaukee Public Schools are broadcast in cooperation with WMVS-TV transmitting on Channel 10. The station is owned and operated by the Milwaukee Vocational and Adult Schools, and provides broadcast services for a number of agencies throughout the greater Milwaukee area.

In addition to instructional telecasts at the elementary and secondary levels, the station broadcasts adult and college level telecourses. It is also active in broadcasting general educational programs to both children and adults in the Milwaukee community, some of which are produced for the National Educational Television Network.

Dr. Otto Schlaak, Station Manager

Dr. George A. Parkinson, Director

Milwaukee Vocational and Adult Schools

FOREWORD

The primary school telecasts have been prepared as one of several instructional telecast series for use by elementary teachers in the Milwaukee Public Schools. These telecasts are intended to provide Milwaukee school children with a rich, well-developed resource for the classroom.

The telecasts are designed to relate to the on-going curriculum and their primary purposes are as follows:

1. To feature introductory motivations which will allow classes freedom of choice to interpret and develop activities in many different directions.

2. To encourage pupils to develop and improve processes of thinking and planning as they participate in classroom activities.

3. To provide pupils with rare and unusual experiences through the medium of television which would be difficult or impossible to do in the classroom.

It is hoped this guide and the resources of television will enable each classroom teacher to fulfill more completely his potentialities as a teacher.

Dwight Teel, Assistant Superintendent, Division of Curriculum and Instruction

Harold S. Vincent, Superintendent of Schools

TELECAST CALENDAR

FOR

UPPER PRIMARY

Date		Subject	Lesson	Page
February	14	Science	7	38
	15	Music	5	13
	22	Physical Education	5	21
	28	Science	8	42
March	1	Art	5	3
	15	Music	6	15
	21	Science	9	46
	22	Physical Education	6	23
	29	Art	6	5
April	4	Science	10	47
	5	Music	7	16
	12	Physical Education	7	26
May	2	Science	11	48
	3	Art	7	7
	10	Music	8	17
	16	Science	12	49
	17	Physical Education	8	30
	24	Art	8	9

TABLE OF CONTENTS

ART	1
MUSIC	11
PHYSICAL EDUCATION	19
SCIENCE	35

TELECAST SCHEDULE

WMVS-TV Channel 10

Wednesday 11:30 - 11:45 A.M.

Science

Thursday 11:30 - 11:45 A.M.

Art
Music
Physical Education

BLANK PAGE

ART FOR YOU

TO THE TEACHER

In the primary school there is a 150-minute weekly time allotment for instruction in art. The time spent viewing the telecast should be considered a part of the allotted time for art instruction.

The primary purposes of the telecast series are stated with each specific lesson. There is a special purpose in the overall sequence of this series. The series' structure includes the fundamental principles applicable to such basic areas as line drawing, picture making, design and construction.

Emphasis upon art principles, however, should not interfere with the main objective: to motivate pupils so they will express themselves through the creation of individual and successful works.

The following recommendations are made for using the lessons in this guide:

Pupils should view, listen and then participate in the actual work as soon after the telecast as possible. It is highly essential to concentrate on the telecast itself, and in many cases it would be well to take notes on the sequence and processes.

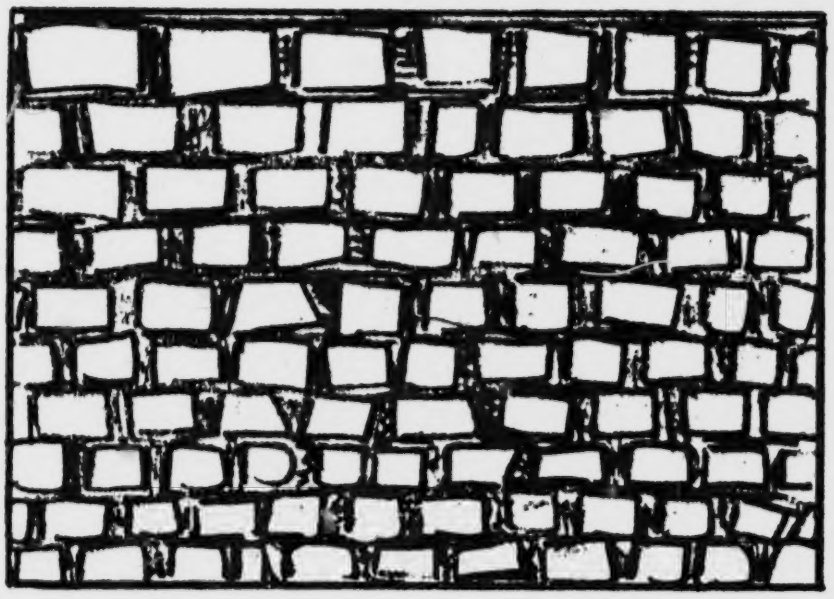
Most of the other materials are available through the regular supplies or may be easily obtained from the home.

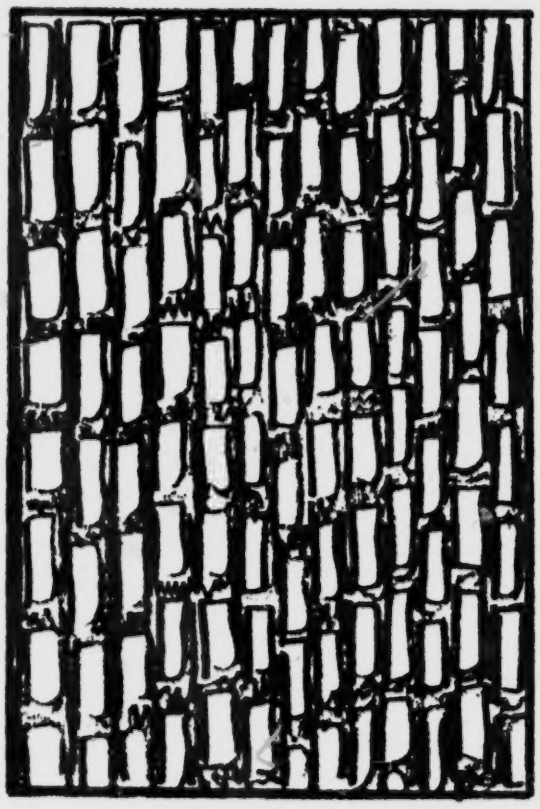
This manual should be consulted for necessary preparations. These may include reference study, observation, sketching on location, teacher-pupil planning, and the procurement and supply of materials and equipment.

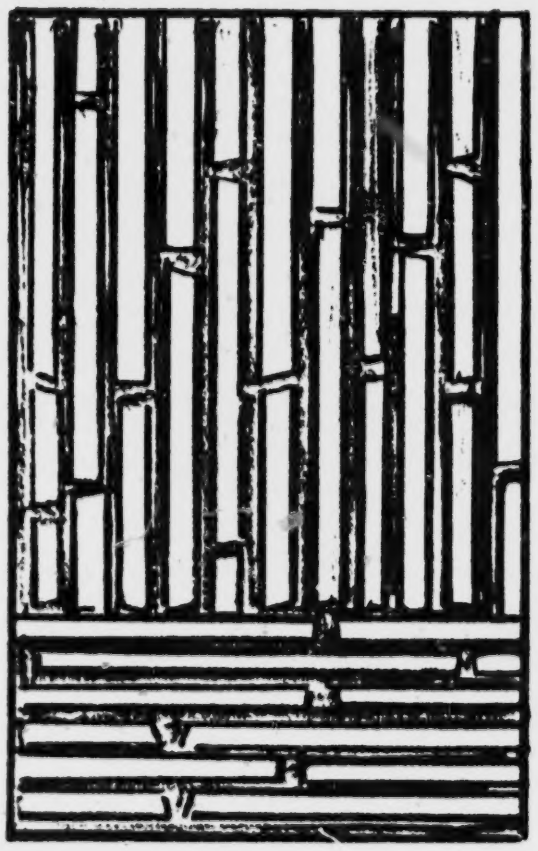
Pupils within the class should be encouraged to do individually creative work.

The classroom teacher is an important, integral part of the telecast art lesson. The teacher is responsible for carrying the ideas presented to a tangible, successful conclusion.

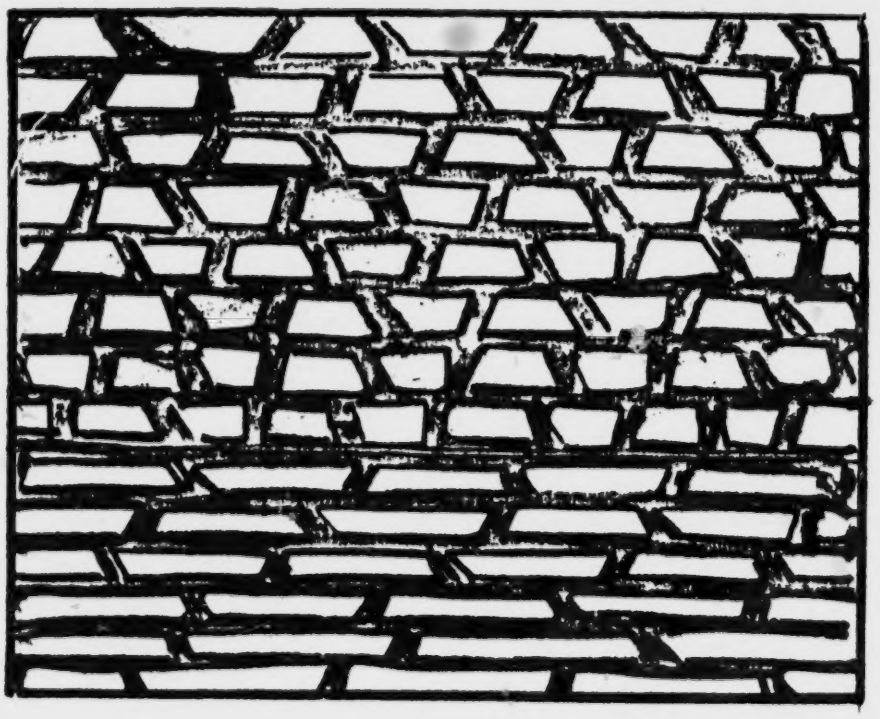
Gordon Borchardt, Supervisor
Art Department







BACKGROUNDS



WINTER MOOD

PURPOSE

To present a medium which suits the theme of winter. To involve children in the spontaneous practice of free paper cutting. To make the children aware of the beauties of winter in the immediate environment of the city.

PROCESS AND MEDIUM

Paper cutting of snow covered forms which are superimposed upon a paper mosaic-like dark background.

PREPARATION--SUBJECT MATTER

Groups of familiar objects and forms as if covered with snow.

At play: Children rolling snow; running in the snow; riding on sleds.

On the street: Walking to school; cars and trucks tied up; houses are pretty.

MATERIALS

Newsprint paper for practice cutting
White paper for final cuttings
Black construction, 12" x 18"
Construction paper in dark values
Scissors; paste

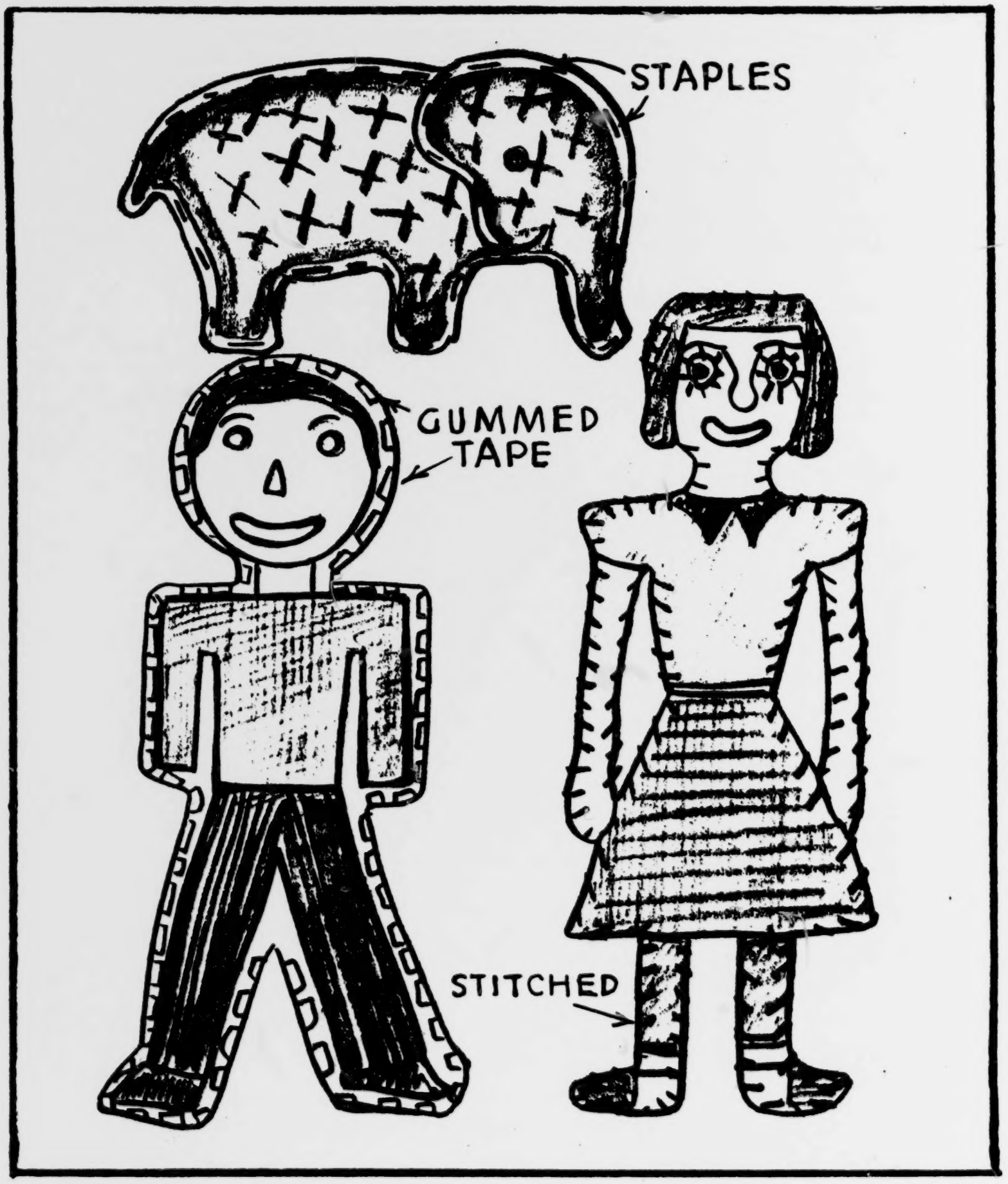
PROPOSED SEQUENCE

Preparation of the mosaic-like background. This consists of dark pieces of paper pasted on a black 12" x 18". Several different dark colors may be intermixed.

Practice cutting of figures and forms.
Cutting of forms to be used in the final picture.
Assembling the cutout parts on the background.
Pasting the forms.

ADDITIONAL ACTIVITIES

An entire mural may be done with all children contributing to the background on such a theme as "Playground Fun in the Snow."


STAPLES
GUMMED
TAPE
STITCHED

STUFFED PAPER FORMS

PURPOSE

To provide the opportunity to work in the third dimension. To encourage large work and thereby affect a balance and a variety of sizes. To challenge a class group and individuals to solve the problems of construction and stuffing essential to the project introduced.

PROCESS AND MEDIUM

Stuffing two paper cutouts of a particular form, then fastening the edges to hold in the stuffing material.

PREPARATION--SUBJECT MATTER

The human figure: Self-portrait, friend, father, mother, community helper, story characters, doll characters

Animals: The heavy animals of the zoo or circus--elephants, bears, hippos, etc.

Fish forms

MATERIALS

Large pieces of paper: 18" x 24" kraft, newspaper, or newsprint
Shredded newspaper for stuffing
Crayons; scissors; yarn for stitching if stitching is decided upon.

PROPOSED SEQUENCE

Selection of the subject area.

Sketching the large form with one crayon.

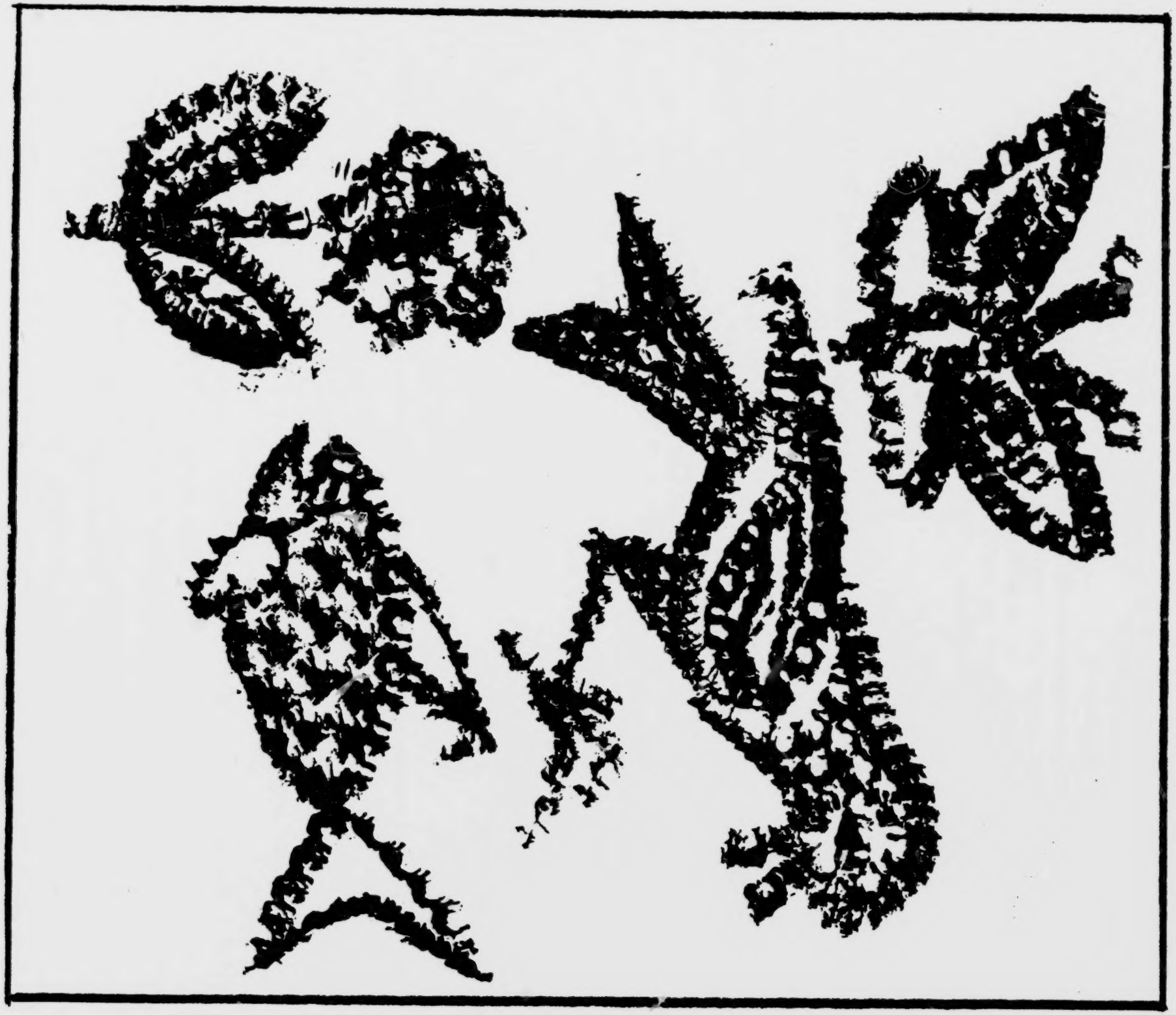
Coloring the form with strong crayon.

Cutting out the form and using it as a pattern for a second identical form to serve as the back.

Fastening the edges and stuffing the form.

ADDITIONAL ACTIVITIES

Stuffed forms may be duplicated in some more permanent material such as muslin or oil cloth. The muslin could be crayoned and pressed. The oil cloth could be decorated with yarn stitchery.



SPONGE PAINTING

PURPOSE

To introduce the use of a comparatively new medium for painting as well as for surface design printing. To provide a medium which will produce very interesting textural effects. To acquaint children with several design principles.

PROCESS AND MEDIUM

Process #1: The small piece of sponge about 1" square used to apply paint instead of a brush

Process #2: Small geometric shapes cut from a sponge and used for printing surface patterns.

PREPARATION--SUBJECT MATTER

Process #1: Subjects for painting--spring categories of birds, insects, undersea forms.

Easter motifs may be considered for the pre-Easter telecast for middle primary--rabbits, lambs, flowers, eggs.

Process #2: Geometric shapes

MATERIALS

Cellulose sponge
Opaque paint
All types of paper--construction 12" x 18" in all colors,
manila or newsprint 12" x 18" or larger

PROPOSED SEQUENCE

Selection of process to be explored first.

Tailoring of the sponge to a simple geometric shape. This is the starting point of both types.

Selection of paper color and value.

Experimenting with techniques of applying opaque paint to sponge. The sponge piece is patted on a paint smear or lightly touched to a pan of paint.

Adding a second color; second shape (#1)

Adding other colors to first silhouette (#2)

ADDITIONAL ACTIVITIES

Continued experience with the technique with the possible transition to the process not yet undertaken.

Complete sponge-painted pictures may be attempted.

SPRING MURAL

PURPOSE

To present a type of mural which is the closest to true mural style. To encourage the large monumental drawing necessary in this type of mural. To introduce the preparation and use of better color and a greater variety of color tones.

PROCESS AND MEDIUM

Mural on wrapping paper sketched with white chalk and painted with opaque paint.

PREPARATION--SUBJECT MATTER

Themes inspired by spring play and activity.

Playground play
Children running
Riding on wheels on the sidewalk

MATERIALS

Wrapping paper 48" wide and as long as an entire blackboard wall--18', 24'

Chalk for sketching

Opaque paint; powder paint

Screw-top jars for mixing paint

Sticks or plastic spoons for stirring paint

PROPOSED SEQUENCE

Hanging the wrapping paper panel.

Selection of specific subject.

Discussion of the figures and actions which may be included. Crayon drawings as a preliminary would be an excellent help.

Inviting a volunteer to come up to the panel and sketch the first figure, starting at the <u>top</u> of the paper with a full-sized figure.

Inviting other volunteers to work on the mural until entire area is covered.

Going over the chalk lines with black paint.

Mixing a generous variety of color tones as, for example, a family of greens (light, dark, bright, yellow-green, blue-green, grey-green); a family of browns, etc.

Painting the mural involving as many children as possible.

ADDITIONAL ACTIVITIES

Decorating the hallways or gymnasium-auditorium by completing added murals on subjects of school activity.

MUSIC FOR YOU

TO THE TEACHER

In the primary school there is a 100-minute weekly time allotment for instruction in music. The Music Department recommends that one-fifth of this time, twenty minutes each week, be used for listening lessons based on the RCA record albums supplied each building. The time spent viewing the telecast should be considered a part of the allotted time for music instruction.

GENERAL PURPOSE

To increase the children's enjoyment of music by pointing out something specific to listen for in order to develop active "listening" rather than passive "hearing."

To acquaint the children with the appearance and sound of instruments of the orchestra and band.

TEACHER PREPARATION

Consult the manual for the necessary preparations and follow-up for each lesson.

Locate and become personally acquainted with the recordings beforehand.

In some of the telecasts, groups of children and/or individual children will be used to respond to the music. Be prepared to divide the class or classes in sections or groups and to choose individual children quickly.

ACTIVITIES FOLLOWING THE TELECAST

Re-play the selections used in the telecasts, using suggestions from the albums. This will increase familiarity with the music as to mood, instrumentation, rhythm, melody and form.

Give the children the opportunity to listen quietly to an uninterrupted performance of the music with which they are now well acquainted.

Introduce new recordings using similar approaches.

Miss Roberta L. Best,
Supervising Assistant, Music

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

To develop an awareness of contrasting moods.
To call attention to the violin, cello, trumpet, flute and drums.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

Use RCA Instruments of the Orchestra Charts which illustrate each instrument. A set of these has been supplied to each building.

(continued)

LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

The records to be used are RCA Victor Albums:

Listening Activities Vol. 1
Record #5026B--Band 1--Minuet--Paderewski
Rhythmic Activities Vol. 3
Record #5009B--Band 2--March Militaire--Schubert
Rhythmic Activities Vol. 1
Record #5002A--Band 4--Wheelbarrow Motive--Anderson

Songs that will integrate with this lesson are:

Our Songs, p. 106--A Stately Dance
Tuning Up, p. 13--The Neighborhood Parade
Singing and Rhyming, p. 118--White Fields

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

To stimulate imagination and creative physical response.

TEACHER PREPARATION

Become familiar with the recording which will be used in this lesson. This recording is listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selection for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tune:

ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Rhythmic Activities Vol. 1
- Record #5002B--Band 4--High Stepping Horses--Anderson
- Record #5002B--Band 1--Military March--Anderson
- Record #5002B--Band 2--Galloping Horses--Anderson
- Record #5002B--Band 3--Running Horses--Anderson
- Record #5000B--Band 2--Clowns--Mendelssohn

Songs that will integrate with this lesson are:

Singing and Rhyming, p. 118--White Fields
Singing and Rhyming, p. 21--Skipping and Galloping
Singing and Rhyming, p. 110--Rain, Rain, Rain!
Singing and Rhyming, p. 102--The Funny Clown
Our Songs, p. 57--Big Brown Bear
Our Songs, p. 58--See That Elephant
Our Songs, p. 54--Circus Parade
Our Songs, p. 165--Come, My Ponies
Singing On Our Way, p. 29--Sing a Song of Merry-Go-Round
Singing On Our Way, p.17--Skipping and Galloping
Singing On Our Way, p. 18--Run and Walk
Singing On Our Way, p. 67--Funny Old Clown

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

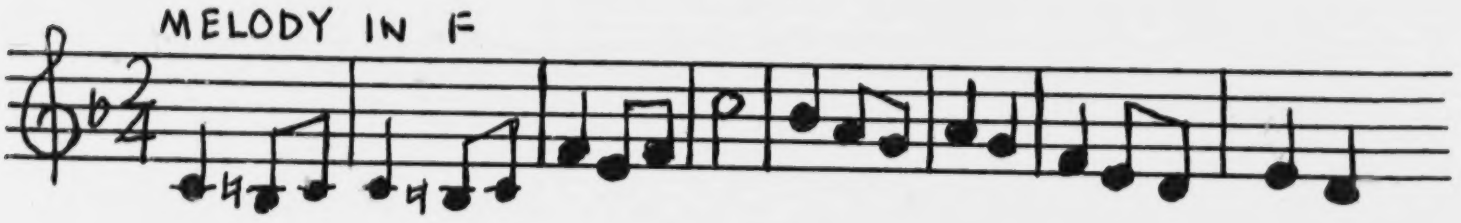
To develop an awareness of form.
To stimulate physical response.
To call attention to the string family, flute and trumpet.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tune:



ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

Use RCA Instruments of the Orchestra Charts which illustrate each instrument. A set of these has been supplied to each building.

The records to be used are RCA Victor Albums:

Listening Activities Vol. 2

Record #5029B--Band 1--Melody in F--Rubenstein
Record #5029B--Band 4--Elfin Dance--Grieg
Record #5029A--Band 2--Light Cavalry Overture--Von Suppe

LISTENING TO RECORDED MUSIC

IMMEDIATE PURPOSE

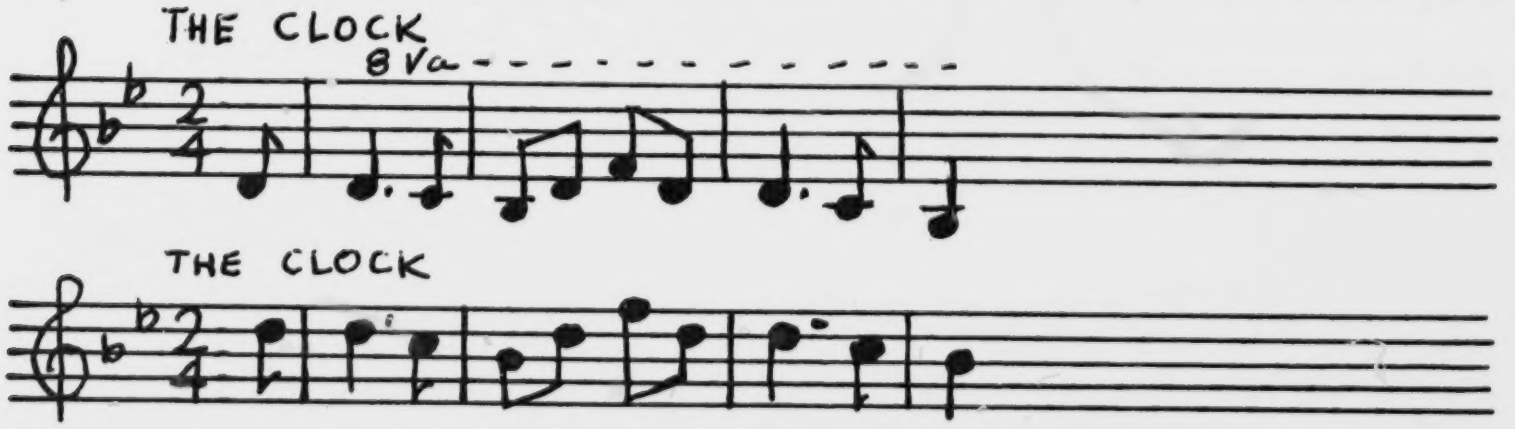
To continue to develop an awareness of three-part form (ABA or 1-2-1) through mood, rhythm patterns, and instrumentation.

TEACHER PREPARATION

Become familiar with the recordings which will be used in this lesson. These recordings are listed below under ACTIVITIES FOLLOWING THE TELECAST. Do not play the selections for the children before the telecast.

Be prepared to divide the class or classes into groups and/or choose individual children quickly.

Attention will be called to the following tunes:



ACTIVITIES FOLLOWING THE TELECAST

Continue to develop and expand this lesson using the suggestions from the "To the Teacher" section, page 11.

The records to be used are RCA Victor Albums:

Listening Activities Vol. 3

Record #5032B--Band 2--To A Water Lily--MacDowell

Rhythmic Activities Vol. 3

Record #5011A--Band 2--Elfenspiel--Kjerulf
Record #5011B--Band2--The Clock--Kullak

LISTENING TO RECORDED MUSIC (continued)

ACTIVITIES FOLLOWING THE TELECAST

Songs that will integrate with this lesson are:

Singing On Our Way, p. 104--River Song
Singing On Our Way, p. 142--Tick Tock
Singing and Rhyming, p. 156--Clocks
Our Songs, p. 136--A Busy Clock
Our Songs, p. 137--My Daddy's Watch

BLANK PAGE

PHYSICAL EDUCATION FOR YOU

TO THE TEACHER

These physical education telecasts are designed to present new activities, show the correct techniques of various skills and guide pupils in their development of desirable habits and attitudes. However, the ultimate objective is to help you, the teacher, give the pupils more opportunities in physical education.

The time spent viewing the telecasts should be considered a part of the 150 minutes allotted weekly to physical education activities. While the fifteen-minute programs are in progress, pupils should not participate in the activities. However, for better retention of the material, it is highly recommended that the class be given the opportunity to actively participate as soon after the program as possible.

Pupils will demonstrate various activities on the telecasts and when necessary, films will be used to show how a class is organized to practice skills or play games.

This guide is prepared to give a preview of the content of each telecast and to provide detailed information for follow-up activities. In addition, your physical education supervising assistant will be ready and willing to render any additional help you may need.

If the supervising assistant is not due to visit your school when assistance is needed, consult with your principal. If you and he feel help is needed, please call Gr. 6-3670, Ext. 288. Give your name, school and an indication of the help desired. We shall do our best to have someone visit your school as soon as possible.

Best wishes for many pleasant experiences in your physical education classes!

Robert McLaughlin, Supervising
Assistant
Physical Education Department

FUN WITH STUNTS AND TUMBLING

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Stunts For Fun

The Forward Roll Progression

ACTIVITIES FOLLOWING THE TELECAST

Objectives:

To afford an opportunity for big-muscle activity.

To develop flexibility, muscle coordination and balance.

To give children an opportunity to see success in accomplishment as a result of their individual work.

To provide opportunities for good fun and the release of emotional stress.

Excellent teaching suggestions for the teaching of stunts and tumbling are on pages 171 and 172 of the Physical Education for Primary School guide. Listed below are additional teaching suggestions which may be helpful in teaching stunts and tumbling.

- In presenting a new stunt, choose one child to try the activity. Give him enough help so that he will do the activity well. Then have all the children try the activity.
- In stunts that require space to perform, have the children space themselves and wait for the starting signal before doing the activity. This will assure you that each child has sufficient space to do the stunt safely.
- Permit each child to work at his own speed.
- Do not pit one child against another. Some will not be able to do certain stunts or the forward roll.
- Use each activity for a short time in any given physical education period. Do not expect the children to practice it for long periods of time.
- Give some warm-up activities before beginning stunts and tumbling.
- Stunts and tumbling should be introduced in order of difficulty, progressing from easy to more difficult activities.

ACTIVITIES FOLLOWING THE TELECAST

Stunts for Fun

(All page references for stunts as well as the forward roll progression are from Physical Education in the Primary School.)

Crab Walk	Page 175
Indian Stand	176
Inchworm	177
Seal Crawl	177
V-Sit	178
Heel Click	178
Heel Slap	180
Coffee Grinder	181
Whirlybird	183

The Forward Roll

The forward roll should be taught in a definite progression with primary pupils. The progression is listed below. Before beginning the forward roll progression, it is imperative to review the teaching suggestions found on Page 171 of the guide, Physical Education for the Primary School.

Log Roll	Page 185
Egg Roll	185
Side Roll	186
Forward Roll (squat to squat)	188

IT'S CIRCUS TIME!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

The correlation of physical education activities to form a circus unit

* * *

No unit of study in the primary school lends itself more successfully to the spirit of work and play than the circus. It's academic possibilities are numerous. The colorful and imaginative qualities of play can be developed to as little or great an extent as the individual teacher cares to spend on the project.

A number of activities which incorporate the circus theme are listed. These ideas can be used as approaches for the circus unit, but they by no means exhaust the possibilities of circus subject matter. It is hoped that teachers will use these clues only as a kind of reference to enrich their imagination concerning subject matter for the circus. Once children are allowed to make a beginning, they will suggest many new ideas and many new variations of old ideas.

ACTIVITIES FOLLOWING THE TELECAST

Animal Acts

Lions Monkeys Elephants Seals Horses

(Represent by high-stepping walk, trot, or a gallop.)

Elephant Walk

Lion Walk

Seal Crawl

MAGNETS

ACTIVITIES FOLLOWING THE TELECAST

Clown Act: Tumbling activities, such as the forward roll progression. Stunts, including the coffee grinder, crabwalk, corkscrew, etc.

Tightrope Walkers: Use balance beams for various activities. Balance beam activities are on pages 193 to 206 in the Physical Education for the Primary School guide.

Bouncing Balls: Have pupils try different activities with balls. A few examples:

- Throw ball in air, allow it to bounce, and catch it.
- Throw ball in air, clap hands, and catch it after the bounce.
- Throw ball in air, turn around and catch it after the bounce.
- Bounce, bounce, catch, throw it in air and catch.
- Attempt various bounce patterns to rhythms.

Rope Jumping: A progression of activities for rope jumping is in the Physical Education for the Primary School guide, pages 207 to 212.

Correlation of the circus theme with other subjects in the Primary School

Language Arts

- Stories

  Pupils write own stories.
  Circus stories may be read to pupils.

- Poems

Reading

- Charts
- Stories
- Circus vocabulary
- Riddles
- Invitations: To mothers or another class to see the circus.

Numbers

- Counting
- Grouping

ACTIVITIES FOLLOWING THE TELECAST

Social Studies

- Travel
- Routine life of circus personnel; how it differs from our own.
- Cooperation and discipline needed to perform a circus feat.

Science

- Care of animals
- Time

Art

- Clay modeling
- Illustrations
- Portraiture
- Murals
- Decorations

Music

Rhythmic Activities, Vol. 1
Record #5002B--Band 4--High Stepping Horses--Anderson
Record #5000B--Band 2--Clowns--Mendelsohn

Songs to Sing

First Grade Book, p. 113--The Elephant
First Grade Book, p. 112--The Clown
Our Songs, p. 54--Circus Parade

JUMP ROPE!

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Learning to Jump

Using the Long Rope

Individual Short Ropes

ACTIVITIES FOLLOWING THE TELECAST

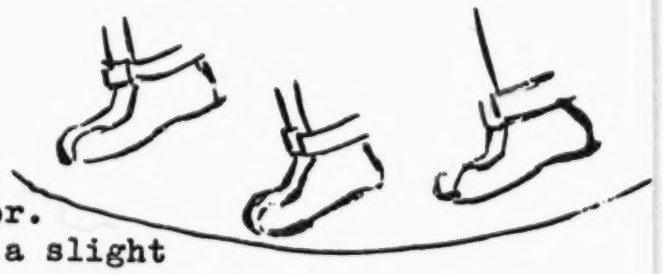
Learning to Jump

On the first day, long ropes should be used for group jumping.

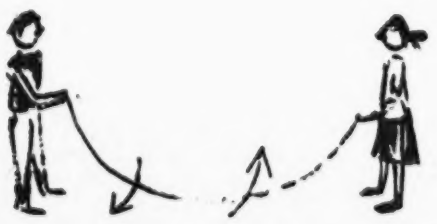
Progression of activities for teaching rope jumping to beginning jumpers:

Learning to jump the long rope

- Choose two good turners who use the whole arm while turning. The rhythm should be kept constant with two or three feet of rope touching the floor.
- Have the pupils watch the rope and clap the rhythm of the jump as the rope is turned.
- The pupils should listen to the rhythm of the rope and say, "Jump, bounce, jump, bounce" in time to the rope.
- Practice rhythm in jumping without using the rope. On the word "Jump", the player jumps with both feet together about four inches from the floor. On the word "bounce", he takes a slight bounce in place. (The "jump, bounce" should always be done on the balls of the feet.)



- Rock the Cradle: Swing the rope back and forth pendulum style, just touching the floor, as the pupil attempts to maintain the "jump, bounce" rhythm while jumping the rope.



ACTIVITIES FOLLOWING THE TELECAST

Learning to Jump

- When a child has learned to jump "The Cradle", have him stand alongside the rope and jump as the rope is turned.
- Playing the rope jumping game, "Blue Bells" gives the pupils excellent preparation for the "front door" run-in. The game combines the two progressions, "Rock the Cradle" and "stand in and jump" into one activity. The words used are:

	Blue bells, cockle shells, EEvy, ivy, over
Rock	My father is a butcher,
the	My mother cuts the meat,
	And I'm the little weiner,
Cradle	That runs along the street.
	How many weiners can you eat?
Rope is turned over head.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The jumper jumps the rope as in "Rock the Cradle"; as the rope turners finish saying the words, "can you eat", they begin turning the rope in the normal manner. The jumper then attempts to jump the rope ten times in succession.

The "front door" run-in (rope is turned away from the jumper)

After pupil has learned to play the game, "Blue Bells", he is ready to run in the "front door" and jump. To teach the pupil to run in the "front door", have him stand as close to the rope as the swing will permit. The pupil says, "ready" when the rope hits the floor at his feet. Have the jumper and waiting pupils say "ready, ready, run!" as the rope hits the first three times. This sets up the rhythm and helps the beginner to run in the instant the word "run" is said.

Activities for the Long Rope

After the pupils can successfully jump the long rope, have them try these activities. The more difficult activities are indicated by an asterisk. It is not expected that each stunt be taught to every class. A number of activities are explained here to provide each teacher with many ideas to stimulate and challenge the pupils.

ACTIVITIES FOLLOWING THE TELECAST

Activities for the Long Rope

Run through rope in a circle. Run in "front door", around one turner and re-enter "front door"; repeat three times.

T= Turner J= Jumper

Run in "front door"; jump five times and run out.*

Turn circle while jumping. Pupil should make one quarter turn on every other jump.*

Alternate an ordinary jump and a jump with arms crossed in front.

As skipper is jumping in center, speed is increased.

Skipper raises one leg and touches toe on every other jump.*

Run in, jump three times with feet together, then once on right foot, once on left foot, and run out.

Run in and jump with feet crossed on every other jump.*

Buck and Wing: Click heels together between jumps.

Skipper touches hands to floor on every other jump.*

Run in, jump, drop an object, pick it up and run out.*

Run in, bounce and catch a ball five times; run out.*

Run in, throw ball into air, catch it, and run out. Continue throwing and catching ball while jumping, increasing number of throws with each successive turn.*

Activities for the Short Rope

Individual Jumper

Jump in place five times, rope turning forward.

Skip, turning every second count. Skip twice, facing forward. Turn one-quarter to the right and skip twice. Start turn on count of two. Repeat turning to the right on count of four, then again on count of six.

LESSON 8

ELECTRICITY

TELECAST SUBJECT

How electricity works for us

<u>JUMP ROPE!</u> (continued)

ACTIVITIES FOLLOWING THE TELECAST

Activities for the Short Rope

Alternate jumping with feet together and apart.

Jump rope, placing alternate heels forward on ground.

Toe Tap in Back: Alternately hop on one foot, tapping in back with toe of the free foot.

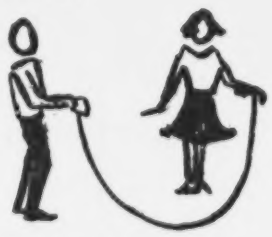
Jumping Short Rope with a Partner

Both pupils jump while facing each other, one partner doing the turning.

Both jumpers face same direction. Pupil in front turns. Pupil standing behind places hands on turner's shoulders.

Both jumpers face same direction. Pupil in back turns the rope.

One partner turns while other pupil jumps. Jumper turns rope with outside hand.



Jumpers stand side by side, facing same direction, with hands joined. Partners use outside hand to turn rope.

<u>ELECTRICITY</u> (continued)

SUGGESTED CLASSROOM ACTIVITIES

OUTDOOR GAMES

ACTIVITIES TO BE DEVELOPED DURING THE TELECAST

Games from the Physical Education for the Primary School guide

New Games

ACTIVITIES FOLLOWING THE TELECAST

Objectives

To teach children to play together.
To provide vigorous physical activity.
To teach specific skills and techniques.
To provide good fun and lessen emotional stress.

Teaching Suggestions

Teaching suggestions concerning the teaching of games are found on pages 17 and 18 of the Physical Education for the Primary School guide.

Additional Teaching Hints

- Get children into the activity quickly.
- Give children a chance to ask questions.
- Teach as the game progresses by giving hints and helps to the pupils.
- Encourage each child to do his best.
- If tagging is a part of the game, teach the proper way to tag so a child does not grab or push his classmates.
- If a game is started and the children appear to lose interest, stop it. Analyze it at a later time. It may have been too hard or too easy or it may have been presented in a way the pupils did not understand.
- Many games, after being taught to the class as a whole, should then be played by several groups to increase pupil participation.

ELECTRICITY (continued)

SUGGESTED CLASSROOM ACTIVITIES

Simple Electromagnet

Suggested Active Games

The following games are suggested because they involve relatively simple skills so children may learn them fast and progress quickly from the learning stage to the activity stage. Page references are from Physical Education for the Primary School. The games are listed in order of difficulty.

Games	Page
1. Cut the Pie	22
2. Brownies and Fairies	33
3. Sit Kick Ball (Hot Potato)	53
4. Fire on the Mountains	39
5. Circle Baseball	59

Newer Games

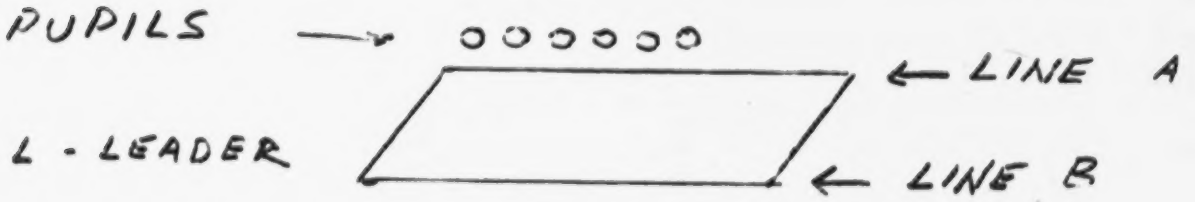
Explanations of the following games are given to provide each teacher with additional material for the development and enjoyment of the boys and girls in the class.

One, Two, Button My Shoe

Playing Area: One of the 30' x 60', or 40' x 50' areas marked on each playground.

Skills: Running and rhythmic repetition

Opening formation: The class lines up on one of the long sides of the rectangular area.



Procedure: One child designated as the leader stands to one side of the children who are standing behind the starting line. When all are behind the starting line the leader says, "Ready", and the response is as follows:

Children: One, two. . .
Leader: Button, my shoe. . .
Children: Three, four. . .
Leader: Shut the door. . .
Children: Five, six. . .
Leader: Pick up sticks. . .
Children: Seven, eight. . .
Leader: Run, or you'll be -- LATE!

One, Two, Button My Shoe

As soon as the leader says the word "LATE", the children run from the line A to line B. The child who first crosses line B becomes the new leader.

Suggestions: Children should learn to stay behind the starting line until the word "LATE" has been called. If a pupil crosses the line before the starting signal, he should not be permitted to be the new leader. (Fairness in playing should constantly be emphasized.)

Suspense adds zest to the game. The leader should pause after saying, "you'll be" and call, "LATE", when the leader thinks the class may not be expecting it.

Mickey Mouse

Playing Area: Circle

Equipment: A volleyball

Skills: Running

Opening formation: The pupils stand in a circle, which is a mousetrap. A pupil who represents Mickey Mouse stands in the center of the circle next to the ball which is the "cheese."

Procedure: Each child is given a number from 1 to 4. It is important for each pupil not only to remember his number but also his place in the circle.

It is the duty of Mickey Mouse to call a number. If he calls "three", each child whose number is three starts to run around the circle. Each child runs as fast as he can around the circle and through his own space to the center of the circle. If he is first to touch the ball, he will get the "cheese" and be "Mickey Mouse" for a new game.

Suggestions: After children have learned the game, divide the class into two circles and use three numbers instead of four to allow for more participation.

All children should be cautioned to run only to their right to avoid children running into one another. The pupils should also be told to be careful when touching the ball in the center of the circle and avoid a possible collision there with the other players.

When a girl is the leader, change the game's name to Minnie Mouse.

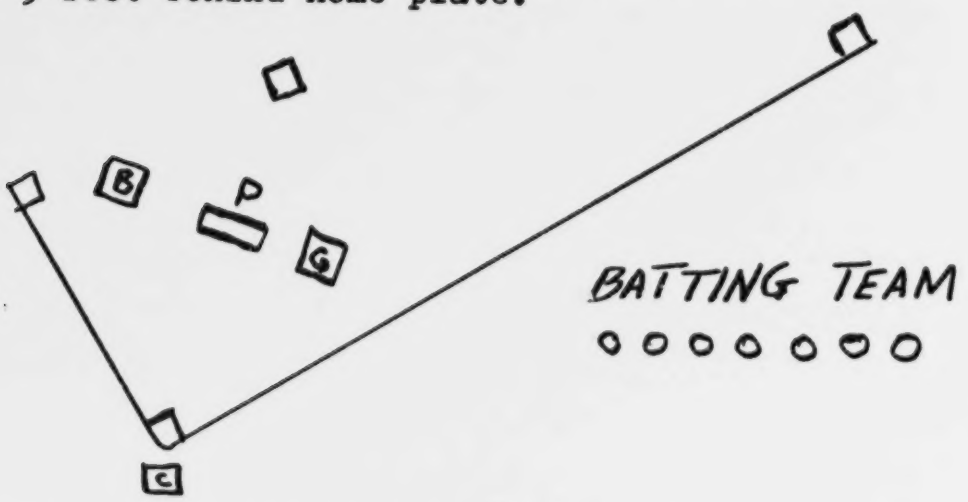
ELECTRICITY

Kick and Throw

Skills: Kicking, running, throwing

Equipment: One volleyball

Playing Area: A softball diamond with an extra boy's base and girl's base marked with chalk 5 to 10 feet on either side of the pitcher. (See diagram.) In addition, first base should be extended by 10 to 15 feet by "chalking in" a new base. A catcher's base is also made approximately 5 feet behind home plate.



Opening Formation: The class is divided into two teams. One team is scattered about the playing field, the other team lined up for "batting."

Procedure: Game is started by pitcher rolling ball towards batter, who attempts to kick it into fair territory. After a fair kick the batter attempts to run to first base and back to home base before the ball is returned to the catcher.

Kicker is out when a fielder catches a ball before it touches the ground.

When ball is not caught on the fly, the runner is out when:

- A fielder tosses ball to either the girl or boy baseman who in turn tosses ball to the pitcher. The pitcher then throws or rolls the ball to the catcher. If the catcher receives the ball and stands on the catcher's plate before the kicker returns to home plate, the kicker is out.
- The pitcher, the boy baseman and girl baseman may not field the ball.
- When a fielder retrieves a kicked ball, he throws it to either the girl or boy baseman, whomever is closer. This boy or girl is the only one allowed to throw to the pitcher. The pitcher is the only player who may throw to the catcher.

Kicker is also out if he kicks two foul balls.

All players bat each inning. After the last player has batted, the side is retired and the runs scored for the inning are tallied. The opponents then take their turns at bat, and members of the other team take their positions in the field.

CHILDREN'S PROJECTS

SCIENCE FOR YOU

TO THE TEACHER

In the primary school there is a 100-minute weekly time allotment for instruction in science. The time spent viewing the telecast should be considered a part of the allotted time for science instruction.

One of the fundamental purposes for the primary telecasts is to bring to teachers and pupils those science experiences which might not ordinarily be possible in the classroom. For some classes these telecasts will be enrichment of concepts; for others, they may be an introduction or motivation for the particular area of study. These telecasts in no way dictate a time schedule for teachers. The interests, needs and abilities of the children in the class are the determining factors. We hope that the telecasts will stimulate pupil-teacher planning and follow-up activities.

This series of telecasts for P-5-6 is correlated with the areas of major emphasis in science.

AREAS	P-5-6
PLANTS	Seeds*
ANIMALS	Animals of the Field and Forest
EARTH	
UNIVERSE	Planets, Outer Space
ENERGY	Magnetism, Electricity

* The study of seeds and plant reproduction was not included in this series of telecasts. This area will be covered by most classes through seasonal activities such as seed collections, charts showing seed travels and experimentation with plant reproduction.

LESSON II

AMPHIBIANS

Check to see if these materials are available in your building; if not, they may be ordered from School Supply Catalog.

Unit	Unit No.	Item
Science--each	2867	Lodestone, Magnet, natural
Science--pair	5216	Magnet, Bar, 19 x 6 mm.
Science--each	5215	Magnet, U, with keeper
Science--each	2874	Magnet Rods, Iron, round
Science--each	2831	Compass, Directional, 50 mm. diameter

MAGNETS

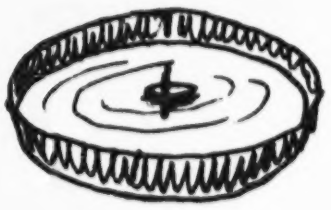
TELECAST SUBJECT

Learning how magnetic games work

EXPLANATION OF TELECAST

The planning for the telecast is based on the premise that children have had many experiences with magnets. Further application of the principles of magnetism will be demonstrated through the construction of simple toys and games.

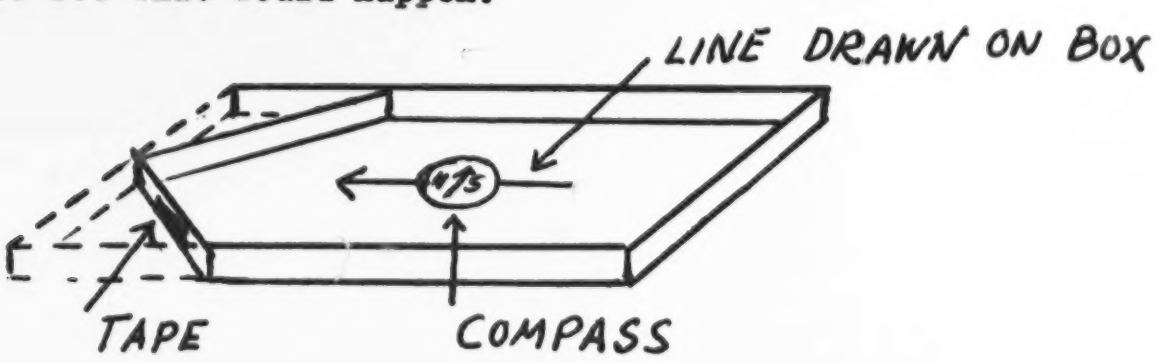
SUGGESTED CLASSROOM ACTIVITIES



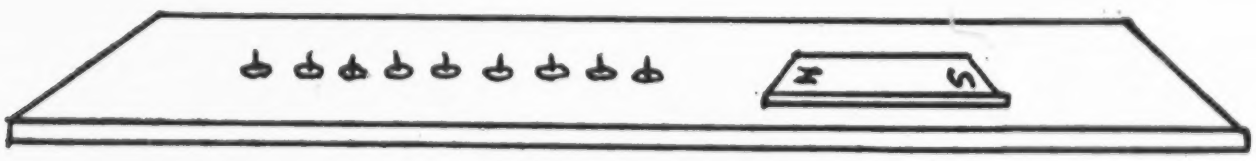
Make a simple compass by placing a magnetized needle on a small piece of wood. Place the wood in a dish of water. Mark the dish at a place opposite the point of the needle. Turn the piece of wood. The point of the needle will always return to the same position. Experiment with a real compass.

To make a bottle compass, magnetize a needle by stroking it in one direction with a magnet. Stick the needle through a piece of paper and suspend it from the cap of a milk bottle as shown.

A compass is used on a boat to tell directions. Children may make a toy boat from a shoe box cover. Place a compass in the boat. Point the boat north and push it across the floor. Try other directions to see what would happen.



Magnetic games are fun. Here is a game which is very easy to make. Stand nine large-headed nails on their heads, leaving one-half inch space between the nails. Use a bar magnet to remove one nail at a time without disturbing the others. If one is disturbed, a new player has a turn.



NATURE STUDY (continued)

SUGGESTED CLASSROOM ACTIVITIES

A magnetic fish pond may be an educational game. From manila or colored construction paper, cut about a dozen small fish. Fasten a small paper clip to the "nose" of each fish. Print a number on the side of each fish and place them in a glass dish or empty aquarium. Make a fishing pole from any length of small stick. Tie one end of a 14 to 18 inch string to the end of the pole, and on the other end fasten a small magnet. Then let the children "catch" the fish with the magnetic hook.

As each child catches a fish he records the number on its side as his score for that turn. When all the fish have been caught, the children find their scores by totaling the numbers on the fish they have caught. The winner is the one with the highest score.

Construction of magnetic dolls that move can be another activity using magnets:

A bar magnet

Needles

Corks

Doll cut-outs

A large pan of water

Magnetize the needles by stroking the bar one way. Attach needle to cut-out, and place in cork. Place dolls in pan of water and move, using the bar magnet as the force.

SUGGESTED CLASSROOM ACTIVITIES

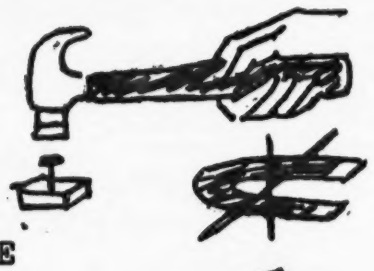
Children will be interested in learning that the length of time a magnet remains useful is greatly influenced by the treatment it receives. A wall chart is good to make while children are using magnets.

C A R E O F M A G N E T S

1. Handle magnets with care.

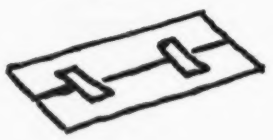
2. Do not drop them.

3. Do not use them as hammers.



4. Store them with UNLIKE poles together.

5. Replace the keepers.



E L E C T R I C I T Y

Check to see if these materials are available in your building; if not, they may be ordered from School Supply Catalog.

Unit	Unit No.	Item
Science--each	5139	Battery, Dry Cells, 1½ volt, #6
Science--each	5150	Bells, Electric, 2½"
Science--box/5	2818	Bulbs, 2:5 volts
Science--box/5	2819	Bulb Sockets for 2:5 volt bulbs, porcelain
Science--each	5417	Buzzer, Electrical (Eclipse #200 PR)
Science--each	5450-03	Mounting Blocks for bells, wood, 3" x 7" x 7/16"
Science--each	5450-02	Mounting Blocks for buzzer, wood, 3" x 4½" x 7/16"
Science--each	2885	Pad, Exciting, Wool
Science--each	2886	Pad, Silk
Science--1 lb.	2973	Wire, Annunciator, 20 gauge
Science--each	2930	Switch, Knifeswitch, porcelain, single throw, 25 amps.
Science--each	2931	Switch, single pole, double throw

How electricity works for us

EXPLANATION OF TELECAST

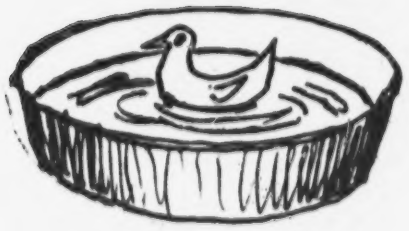
This telecast will include the construction of some practical devices such as an electric question box and wiring of a puppet stage to demonstrate the electrical circuit. Previous to this lesson, some experimentation with dry cells would be valuable.

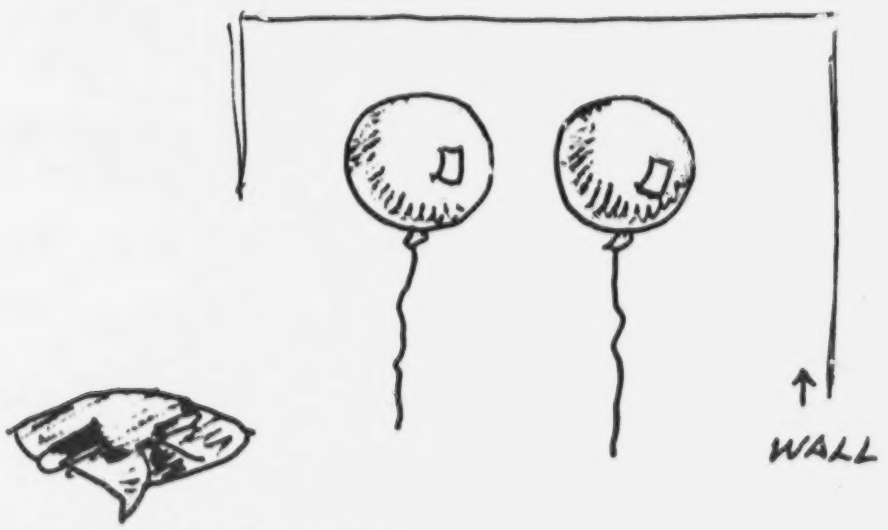
SUGGESTED CLASSROOM ACTIVITIES

Experiments with static or stationary electricity can be performed with simple materials.

- Place celluloid bathtub toy in a pan of water. Rub hard rubber comb, pen or rod with woolen cloth. The toy will be attracted to the pen or rod.

- Inflate a toy balloon. Rub the balloons with woolen cloth. They will then be attracted to a neutral surface such as the wall.





WOOLEN CLOTH

<u>Explore the many ways electricity helps us in school</u>:

Go outside the school to investigate area where electrical current enters the school. Follow to meter and fuse box.

Discover the many ways electricity works for us in school, e.g.:

- Lights

  Projector
  Television

- Power

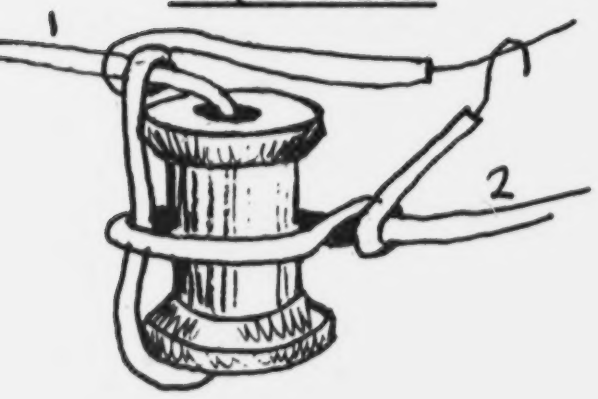
  Bells, electromagnets
  Telephone
  Radio
  Inter-com system
  Clocks
  Motors (air conditioner, fans, cleaners)

- Stored electricity (dry cell)

  Flashlight
  Radio (Civil Defense Model)

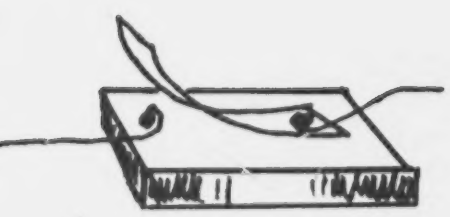
Make a picture book of children's pictures showing the different ways we use electricity in daily living. This can also be done on the bulletin board.

Simple Switch



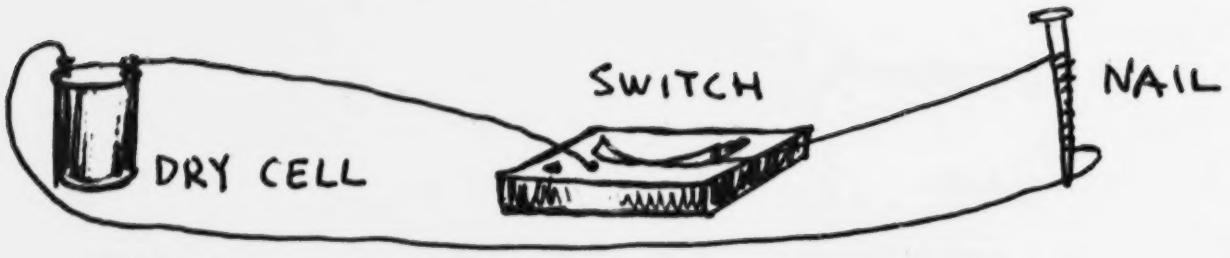
1. Run one piece of covered wire through the spool, and fasten it.
2. Wind the second piece around the spool.
3. Adjust the free ends of the wires so the switch can be opened and closed easily.

Simple Switch



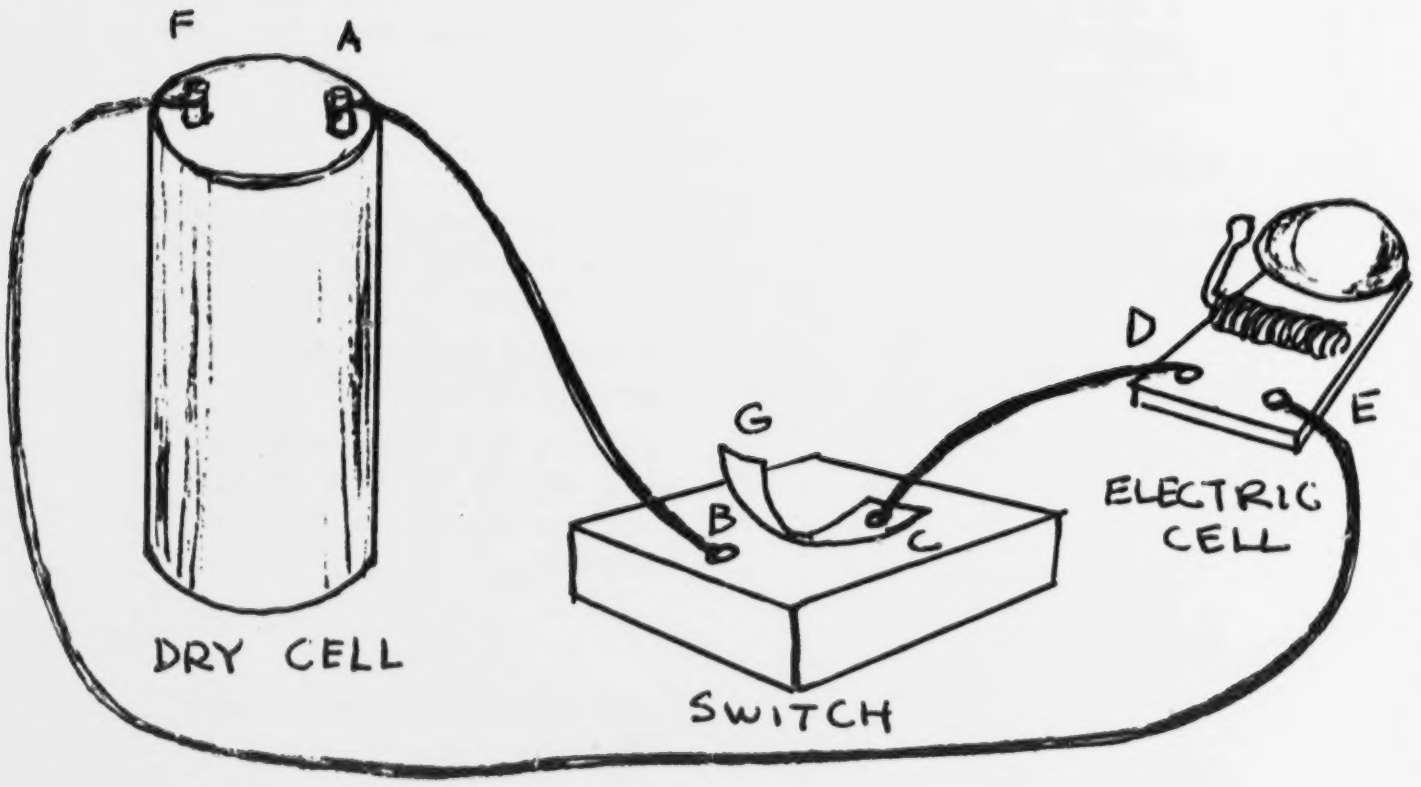
1. Cut a piece from a can about 1" by 3".
2. Nail one end to a wooden block.
3. Drive another nail into the block so it is under the other end of the metal strip.
4. Fasten a short wire to each nail.

Simple Electromagnet



Materials needed to wire an electric bell:

1. Dry cell
2. Switch
3. Electric bell
4. Wire

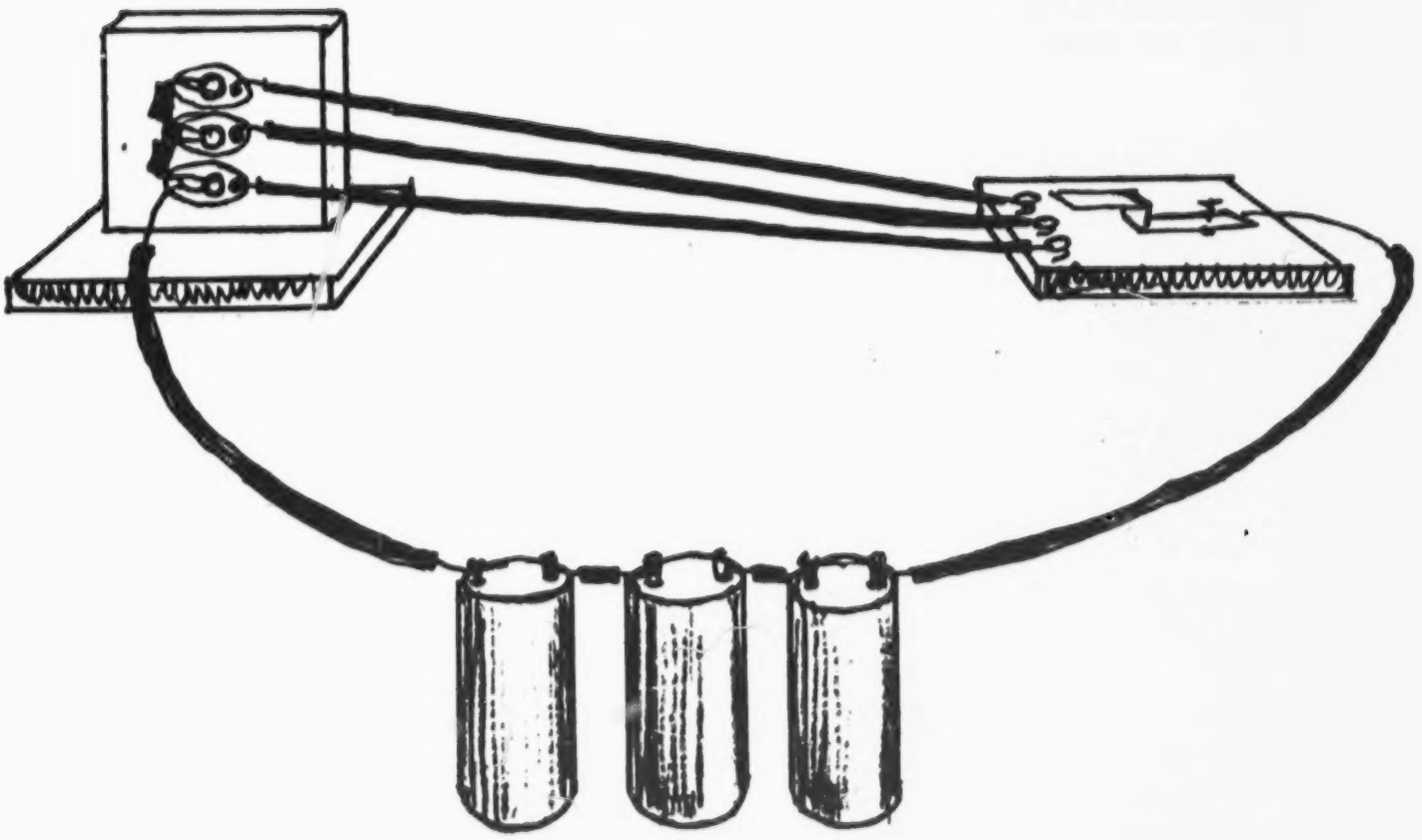


Connect one wire from A on the dry cell to the switch at B. Fasten another wire from the switch at C to the bell at D. Fasten a third wire from E on the bell to F on the dry cell. Push down on the switch at G and the bell will ring as the electricity travels around the circuit.

SUGGESTED CLASSROOM ACTIVITIES

Materials needed for a toy traffic light:

(3) small light sockets	Some nails
(3) dry cells	Piece of tin
(3) pieces of wood	Some wire



TELECAST SUBJECT

The safe use of electricity

EXPLANATION OF TELECAST

A visitor from the Milwaukee Fire Department will demonstrate some precautions in using electricity.

SUGGESTED CLASSROOM ACTIVITIES

Make a list of safety rules for using electricity.

Make a bulletin board display showing children using electricity safely at home.

CHILDREN'S PROJECTS

TELECAST SUBJECT

Children's contributions to the T.V. Science Corner

EXPLANATION OF TELECAST

This telecast provides another opportunity for children to share their science projects.

TELECAST SUBJECT

Characteristics of amphibians and the life cycle of a frog

EXPLANATION OF TELECAST

This telecast will be of an introductory nature, designed to arouse an interest in amphibians as pets.

SUGGESTED CLASSROOM ACTIVITIES

Frogs and toads lay their eggs early in April in temperate climates. The eggs may be found in small ponds in wooded areas where frogs may be heard croaking. Frogs eggs will be in bunches while those of the toad will be in strings. They should be gathered in large pails with plenty of pond water. Place them in gallon containers where many plants are growing. The tadpoles will eat algae or bits of decaying material.

The feeding of amphibians in the classroom sometimes presents problems. Here are specific suggestions of kinds of foods for amphibians as well as some advice based on classroom experience in coaxing amphibians to eat various things.

FROGS - Earthworms, meal worms, caterpillars, nearly any living insects, soft grubs; small bits of ground meat if it is moved in front of the animal on a toothpick or thread.

SALAMANDERS - Insects, small bits of ground meat moved before their eyes on a toothpick or thread, earthworms, meal worms.

TADPOLES - Water plants or green scum. Much food is obtained from the water. Cooked oatmeal, cooked spinach, cornmeal, lettuce or spinach leaves, and bits of hamburger put into water in small quantities.

TOADS - Insects, tiny bits of meat moved before their eyes, earthworms, meal worms.

Make a picture chart of the life story of a frog. Begin with the egg.

References:

Bufo: The Story of a Frog, Robert McClung, Morrow, 1954.
Horned Lizards, DeVault, M. Vere Steck, 1957. Title III. #53
Let's Go Outdoors, Harriet Huntington, Garden City. Title III. #75
Little Red Newt, Louise Harris, Little, 1959. Title III. #71
Over in the Meadow, John Langstaff, Harcourt, 1957. Title III. #80

NATURE STUDY

TELECAST SUBJECT

Suggested nature activities and projects for spring and summer.

EXPLANATION OF TELECAST

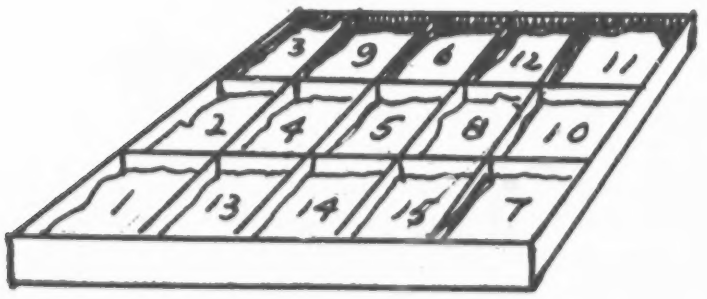
This season of the year lends itself to a large variety of outdoor science activities. Our final telecast will present activities that will be fun for children to carry on through the end of the semester and the summer. Teacher-pupil planning for summer science experiences will encourage children to work on projects to be brought back to school.

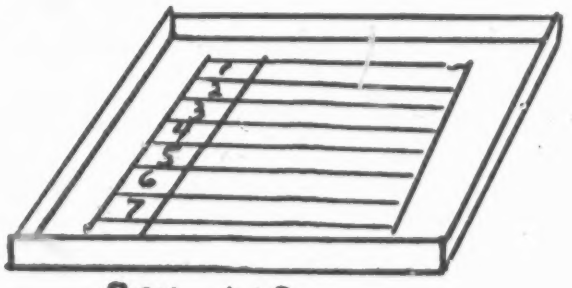
SUGGESTED CLASSROOM ACTIVITIES

Children can mark off a small part of a lawn or garden. Then have them look to see how many specimens can be found in that area. Look under stones, in grass and dig in the soil. A reading glass would be helpful.

Children can look for feathers along the beach or anywhere in open country. The best time to find them is during molting season--from July to early September. Arrange feathers on large sheet of cardboard and tack them down with cellophane tape. Arrange displays according to place where children found the feathers.

A shallow box divided into 2" sections or cardboard egg boxes make good display cases for rock collections. Write a number on a tiny square of adhesive tape and stick it to each specimen. On the underside of the box lid, list the numbers and the correct name for each.





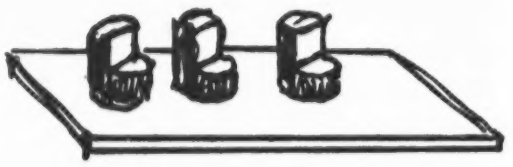
Box Lid

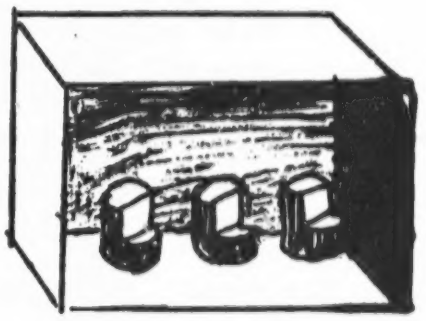
Children can make a collection of nuts or seeds from trees. They may be classified as to whether they are edible or not, e.g.:

Trees With Nuts We Can Eat	Trees With Nuts We Cannot Eat
Hickory Walnut Butternut Pecan Brazil Nut	Horse chestnut Oak

SUGGESTED CLASSROOM ACTIVITIES

Children can gather small pieces of branches and organize an interesting wood collection. Each type of wood is cut into a piece about 4 or 5 inches long. To show the rings and the grain of each piece, cut out a section as shown in the diagram. Label and mount the wood. The collection can be mounted on a long board or on the inner side of a shallow box.





Children can estimate the age of a tree by measuring the circumference of the trunk with a tape measure. Each inch measured would be equal to one year. If the number of rings on the same tree were counted, it would equal approximately the same number.

Children can plant a small garden at home and record observations as the plants grow.

Children can make a list of conservation rules for use during the summer, e.g.: leave bird's nest alone until you are sure the family has left.

Near the end of the school year children may make a book in which they can record vacation science experiences. The cover should be of sturdy material such as tag board. Alternating lined and unlined paper gives the child opportunity to record and illustrate the experience. A suggested form to follow might be:

1. Date of Activity:	June 27, 1962
2. Where It Took Place:	Wilson Park
3. Interesting Findings:	Found bird's nest that had fallen from a tree.
4. Picture of What Happened:	

SUGGESTED CLASSROOM ACTIVITIES

References:

Play with Plants, Selsam, Millicent, Morrow, 1949.
Let's Go Outdoors, Huntington, Harriet, Doubleday, 1939.
Let's Go to the Seashore, Huntington, Harriet, Garden City, 1941.
True Book of Pebbles and Shells, Podendorf, Illa, 1954.
101 Best Nature Games and Projects, Frankel, Lillian, Sterling, 1959.